**The Core and MORE Instruction Checklist**

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| **The CCSS Standard:**  **The Envision Lesson:** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| *Yesterday we worked graphing our favorite fruits on a picture graph. How did we show the favorite? Who can tell us what our favorite fruit was? What about our least favorite? How many people liked strawberries?* | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction   1. How will you explicitly teach new vocabulary? 2. How will you provide multiple opportunities for vocabulary to be used in context?   Vocabulary – Bar graph  Day 1  Repeat bar graph three times. Tell your partner what you think it means. Can you give an example? Show a picture graph. This is not a bar graph. Using the new information restate to your partner using the new information what you think it means.  Day 2  In your own words restate what a bar graph is. The bar graphs use different lengths to show information.  Day 3  (Give an example by drawing a bar graph.)  Day 4  Draw additional pictures and use multiple exposures of bar graphs.  Day 5 Clarify and review.  Day 6 Play games to review the new vocabulary word. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  *Compare the picture graph and the bar graph together. Point out that there are pictures in the picture graph and blank squares in a bar graph. What is the difference between the graphs? What questions can you answer by looking at both graphs? Using data from the front page of the worksheet, the teacher asks ‘How many bars are in the graph?’ ‘What is the graph about?’ As a whole group discuss the teacher asks the students how many animals there are of each. She asks ‘How do you know?’ ‘Which one has the most?’ ‘How did you know?’ She also asks ‘Which one has the least?’ ‘How did you know?’ ‘Does anyone have a different answer?’ ‘Which animal is the favorite?’ ‘Does that make sense?’ ‘How many more children chose zebras than giraffes?’*  *Do ‘special thinking’ together. Using the ‘Foods Can Ate In a Day’ bar graph ask the students out of the four food groups, which one is not on the bar graph.*  *Problem Solving*  *Do 10-13 Work as a group to solve. ‘ How will you know which place Pam went most often?’* | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*  *As a group we will look at the bar graph ‘Books from the Library’ and answer the questions. ‘Which book was checked out by five people? Which book did the most people check? How many people checked out books about dinosaurs? The teacher asks if the students understand what a bar graph is about.* | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*  The students will practice doing questions 5-8 by themselves. They will write their answers on the worksheet lesson 8.3. If the students don’t finish , can take it home as homework. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
| Use Quick Check Master 18.3 to assess student’s understanding. | |
| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
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| **HOMEWORK** | |
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